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Compostition I

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Collin College

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COLLIN COLLEGE
COURSE SYLLABUS

COURSE INFORMATION

Course Number: ENGL 1301

Course Title: Composition I

Course Description: Intensive study of and practice in writing processes, from invention and researching to drafting, revising, and editing, both individually and collaboratively. Emphasis on effective rhetorical choices, including audience, purpose, arrangement, and style. Focus on writing the academic essay as a vehicle for learning, communicating, and critical analysis. Lab required.

Credit Hours: 3

Lecture Hours: 3

Lab Hour: 1

Prerequisite: Meet TSI college-readiness standard for Reading and Writing; or equivalent

Student Learning Outcomes:

- **State-mandated Outcomes:** Upon successful completion of this course, students will:
 1. Demonstrate knowledge of individual and collaborative writing processes. (Teamwork, Communication Skills)
 2. Develop ideas with appropriate support and attribution. (Communication Skills)
 3. Write in a style appropriate to audience and purpose. (Communication Skills)
 4. Read, reflect, and respond critically to a variety of texts. (Critical Thinking)
 5. Use Edited American English in academic essays.
- **Additional Collin Outcome:** Upon successful completion of this course, students should be able to do the following:
 6. Demonstrate personal responsibility through the ethical use of intellectual property. (Personal Responsibility)

Withdrawal Policy: The last day to withdraw is October 19.

Collin College Academic Policies: See the current *Collin Student Handbook*.

Americans with Disabilities Act Statement: In compliance with applicable law, Collin College provides equal access to education and safeguards against discrimination by offering specialized services and reasonable accommodations to qualified students with a disability.

If you anticipate or experience any barriers to learning based on disability, please contact the ACCESS Office (<https://rainier.accessiblelearning.com/Collin/ApplicationStudent.aspx>)

Note: Instructors will provide reasonable accommodations only to students who present a Course Accessibility Letter issued by the ACCESS Office.

PROFESSOR INFORMATION

Professor's Name: Dr. Alaya Swann

Office Number: U-153, in the University Building on Frisco / Preston Ridge Campus

Office Hours:

- Monday, 12:15-2:15pm
- Tuesday, 1:15-2:15pm
- Wednesday, 12:15-2:15pm
- Thursday, 1:15-2:15pm
- and by appointment

Phone Number: (469) 365-1840

Email: aswann@collin.edu

Email is my preferred method of contact. I will generally respond to emails within 24 hours, though it may take a little longer on weekends. I will only respond to emails sent from CougarMail or within Canvas, not from outside email addresses.

Please remember to use full email etiquette in all emails to me, including replies and emails containing attachments. That includes a clear subject line, an appropriate greeting, a clear and detailed description of your question, request, or message, and a clear signature including your full name and class section. I will not open attachments without a full, clear explanation in the body of the email of what the attachment is and why you are sending it to me. Additionally, please be aware that I will only discuss grades in person, not via email.

Class Information:

Section Number: ENGL 1301 P20, CRN 14362

Meeting Times: MW 2:30-3:45pm

Meeting Location: H208

Note: This course is part of a paired course offering (refer to your class schedule or see me after class). This class is paired with INRW 0315. If you withdraw from one of the courses, you will be withdrawn from the other. Enrollment in both courses for the duration of the semester is required.

Course Resources:

- Bullock, Richard, Michal Brody, and Francine Weinburg. *The Little Seagull Handbook* **with access to InQuizitive**.* Norton, 2017. ISBN: 9780393646313

*Please note that you must get the textbook *with access to InQuizitive*. InQuizitive forms a significant part of your grade and you cannot use it unless you have the textbook version with InQuizitive access. Most versions of the book do not come with access, so please double check carefully.

Minimum Technological Requirements:

- Students need to have access to, and be able to use, Cougarmail and Canvas
- Students need to know how to use Google docs to store and transfer work
- Students need to have access to, and be able to use, a word processor that can save documents as .doc or .docx files (such as Word). If you use another word processor such as Pages, Google

Docs, or Open Office, you must download/save your files as .doc or .docx files before you submit them

- Students need to know how to upload and download files and attachments

GRADING METHOD

The class is graded on a point scale, with a total of 1000 points for the semester. The breakdown of individual point values is as follows:

- Essay #1 (memoir): 100 points
- Essay #2 (rhetorical analysis): 100 points
- Essay #3 (position paper using provided sources): 100 points
- Essay #4 (position paper using research): 150 points
- Portfolio and Final Reflection: 100 points
- InQuizitive Assignments: 90 points (5 points per quiz)
- Labs: 120 points (15 per lab)
- Weekly discussion posts: 110 points (10 per post)
- Participation: 130 points*

*The participation grade includes regular and active participation in class activities and quizzes, process work (rough drafts, peer review, outlines, etc), and other homework and class assignments.

Course Grading Scale (out of 1000 points total)

A	900-1000+ points
B	800-899* points
C	700-799* points
D	600-699* points
F	0-599* points

*Please note that I do not round grades up.

EXPLANATION OF GRADING

- **Essay Assignments:** Essays and the annotated bibliography will be graded according to the grading rubrics available on Canvas for each assignment. They must be submitted through the appropriate submission link in Canvas on time and in the correct file format (.doc, .docx, or pdf). Work that is not submitted in the correct file format and in the correct submission link on Canvas will not count as submitted on time. If Canvas is not working correctly, you need to email me an attachment in the correct file format with a full emailed explanation before the deadline, and then you'll need to submit it on Canvas as soon as possible as well. All paper drafts must be typed in

2016 (8th ed.) MLA formatting and must use 2016 MLA citation rules. Drafts and essays must be completed independently. All work must be written *for this class*; do not submit recycled papers written for another class.

- **Portfolio:** The portfolio will be a Google doc comprised of worksheets, assignments, and activities you complete throughout the course. Make sure you save all work throughout the course in your portfolio; a running list of the portfolio assignments will be available in my template through Canvas throughout the course. Some portfolio assignments may be made up if you are absent, but any assignment that starts with the word “group” cannot be made up if you miss class that day, as it has at least one peer-dependent component. Portfolio assignments must be completed independently, unless otherwise noted. The full portfolio will be due by the end of the final exam period for the course; no late portfolio submissions will be accepted. The portfolio will be graded according to completeness and thoroughness, demonstration of knowledge of course concepts and texts, organization, thoughtfulness, attention to detail and instructions, and clarity of writing.
- **InQuizitive Assignments:** The InQuizitive portion of the class includes writing-related activities and quizzes available on the InQuizitive site. You must access them via the Canvas links; otherwise, your grades on the activities will not count towards your class grade. You need to complete a minimum number of questions for each activity, but you may always continue answering questions until you reach 100% on the activity. The grades you receive on these activities will be imported from the InQuizitive site. The first time you click on the InQuizitive or eBook link, you will be prompted to create an account and register a code. New texts in the bookstore contain a code which also gives you access to InQuizitive. You may also purchase a code during the registration process, or sign up for 3 weeks of trial access and enter or purchase a code later. You need to complete the InQuizitive activities by the due date assigned on Canvas. If you have any technical trouble open a helpdesk ticket at support.wwnorton.com. If you do not see your scores in your Course Grades, or if you are prompted to enter a Student Set ID, it means that you are not enrolled correctly. You must click on each assignment link within Canvas and sign each time for the accounts to sync.
- **Final Reflection:** Your final reflection is a short reflective essay that you will complete during the final exam period for the course and add to the end of your portfolio. You will receive the prompt during that time, and you will be able to use all previous course materials (including your own drafts, my feedback, peer feedback, and portfolio activities) to complete a thorough, detailed, thoughtful self-reflection on your work in the course. The reflection will be graded according to completeness and thoroughness, demonstration of knowledge of course concepts and texts, organization, thoughtfulness, attention to detail and instructions, and clarity of writing.
- **Discussion Posts and Drafts:** Discussion posts will be assigned as homework and will relate to the current essay assignment. You must complete one post and one response to a peer to receive credit for each post; full instructions for length and content will be at the top of each discussion post. Posts must use standard American grammar, spelling, and punctuation as well as correct 2016 MLA citation practices; they should be carefully proofread. The posts will be graded according to demonstration of knowledge of course concepts and texts, organization, thoughtfulness, attention to detail and instructions, and clarity of writing.
- **Lab Assignments:** You will complete 8 lab activities outside of class time for the lab portion of this class, and you will write a write-up of each activity. Please see the instructions for the lab

component and follow all guidelines carefully. Lab write-ups must use standard American grammar, spelling, and punctuation and must use 2016 MLA citation and formatting style; they should be carefully proofread. Lab submissions that follow all directions and are sufficiently analytical, error-free, and thorough will receive full credit. Grammar and surface-level elements do form a significant part of your grade for these assignments. Failure to meet all requirements will result in partial or no credit. Lab submissions that receive partial credit may be revised and resubmitted any time before the final deadline. Lab write-ups must be completed independently. All lab submissions, including revisions and extra credit labs, are due by 11:59 pm on Thursday, November 29.

- **Participation:** Your participation grade is composed of all non-portfolio homework and classwork assignments, as well as your daily participation grade.
 - **Rough drafts and other process work:** There will be some assignments that are not included in your portfolio, such as rough drafts and peer review workshops. In order to allow students to work on thorough revision and editing, rough drafts and other non-portfolio writing assignments must be on time, typed, and *complete* – they must meet minimum word, formatting, and research requirements for the assignment in order to receive full credit. If the daily schedule requires submission both in hard copy and online, the draft must be submitted in both places to receive full credit. To receive full credit for peer review workshops, students must be on time to class, with the required printed and/or electronic copies of their drafts ready to go at the start of class, and they must participate fully in the workshop.
 - **Daily Participation Grade:** this grade is determined by your active preparation and engagement in class activities. Each student receives the maximum number of points at the beginning of the course, but students may lose points for absences, tardiness, disruptive behavior, use of cell phones or other technology without permission during class, lack of engagement in class activities, failure to be prepared for class, failure to have required materials, failure to complete required readings or other preparation for class, or otherwise not adequately participating or engaging.
- **Late Submission Policy:** The late policy depends on the type of assignment. No late work will be accepted after the start of the final exam for the course.
 - **Essays and Annotated Bibliography:** If a final draft of an essay or the annotated bibliography is submitted after the deadline, it will be considered late. This includes if an assignment is submitted in the wrong location or in an incorrect file format. The late penalty is 10% per 24 hours (5% for the first 12 hours after the due date). In some cases, I may be willing to extend deadlines for major projects. This is done on a case-by-case basis; please communicate with me as early and as completely as possible if you feel you have unusually difficult circumstances so that we can discuss a potential extension. No late essay submissions will be accepted after the start of the final exam period for this course.
 - **Portfolio:** Portfolio entries without the word “group” at the beginning may be made up or completed any time until the full portfolio is submitted. Portfolio entries starting with the word “group” cannot be made up if the student misses class (or the portion of the class with that activity). The full portfolio will be due by the end of the final exam period for

the course; no late portfolio submissions will be accepted. For documented illness or emergency, students must contact me immediately to discuss potential options.

- **Final Reflection:** the final reflection must be completed in the classroom during the final exam period and submitted as the last entry in the portfolio. For documented illness or emergency, students must contact me immediately to discuss potential options.
- **Discussion Board Posts, Drafts, Etc:** Late submissions of rough drafts, discussion board posts, and other homework related to specific essays may receive up to half credit if they are submitted before the end of the unit (that is, when the final draft of that specific essay is due). No late submissions after the end of each unit will be accepted.
- **Labs:** All lab submissions, including revisions and extra credit labs, are due by 11:59 pm on Thursday, November 29. The deadline for submitting any labs on which you want to receive feedback is 11:59pm on Tuesday, November 20. Labs submitted after that will still be accepted until the final due date, but they will not receive feedback. **No late lab submissions will be accepted** for any reason after the final deadline of 11:59pm on Thursday, November 29. Please get all labs done early to prevent any last-minute emergencies from interfering with your grade.
- **Standards for Instructor Response:** The turn-around time for homework, quizzes, and other small assignments will generally be within 3-4 days, and grades will be recorded on Canvas. The turn-around time for major papers will generally be within 7-8 days, and students will be able to access feedback and grades on Canvas.
- **Extra Credit:** There are limited opportunities for extra credit in this class. You may complete up to 4 extra lab activities (beyond the required 8) for up to 15 points per lab. The requirements for these labs are the same as the regular labs, and you will submit your write-ups the same way. The due date is the same as other labs, by 11:59pm on November 29; there will be no late labs accepted after that time.
- **Scholastic Dishonesty and Plagiarism:** Please see section 7-2.2 of the *Collin Student Handbook* for definitions of scholastic dishonesty and plagiarism and information on Collin's policies. Plagiarism includes errors such as missing quotation marks around a quote, missing or incorrect citations, missing Works Cited pages, taking credit for someone else's idea or words, colluding with other people on individual assignments, etc. If a student is found responsible for academic dishonesty or plagiarism (intentional or unintentional), a penalty ranging from a 0 on an assignment to an F in the course will be assigned based on the instructor's interpretation of the severity of the situation.

ATTENDANCE AND OTHER POLICIES

- **Attendance:** Attendance is vital in this class. You should come to class prepared to discuss the assigned readings. *You cannot get credit for an in-class activity if you are not in class.* This includes if you are sick or have another emergency; this is why I offer the extra credit opportunities and why I recommend getting contact information for a peer so that you can stay caught up on course content. Additionally, I will cover material during class that is not in the readings but will be required in your essays and assignments; you will still be held accountable for course concepts even if you are absent from class when we go over them. In other words, your grade in the course will be directly impacted by not attending class.

- **If you are absent, you should still be prepared for the next class that you attend.** Get contact information for classmates to make sure you stay caught up. Homework assignments are always available in the syllabus; if you ask me what the homework is, I will refer you to the syllabus.
- **Religious Holidays:** Please notify me beforehand about any class days you will miss for religious holidays so that I can plan accordingly. Please refer to the current *Collin College Student Handbook* for more information.
- **Tardiness and Leaving Class Early:** Tardiness is frequently disruptive to other students and to the teacher; please be prompt and prepared for every class. You will be marked tardy if you arrive after I take roll at the start of each class (usually within the first few minutes); each tardy will be equivalent to $\frac{1}{4}$ of an absence in terms of attendance points. If you need to leave class early, please let me know before class whenever possible, and leave as quietly as you can. If an emergency arises and you do leave without letting me know before class, please send an email afterward as a courtesy to me.
- **Civility:** Over the course of the term, we will likely discuss sensitive matters and explore differing viewpoints. Please be considerate and respectful towards everyone throughout the course in both discussion and writing. Audience awareness and respect are key components of successful composition and academic/professional communication.
- **Disruptive Behavior:** Behavior that detracts from the positive learning environment of the classroom will not be tolerated (Please reference Section 7 Student Code of Conduct, Sub-section 1.2 Disorderly Conduct in the current *Collin College Student Handbook*).

TECHNOLOGY

- **Computer and printer problems are not valid excuses for late or missing work;** make sure you save your work on a flash (USB) drive, email it to yourself, and/or save it to a cloud service (like dropbox, OneDrive, or Google docs) to make sure you don't lose it if anything happens to the computer or internet connection.
- **Technical Help:** Please complete work early to give yourself extra time in case of technical problems. Students needing technical help with software, attachments, or e-mail should seek help here: <http://www.collin.edu/aboutus/helpdesk.html>. If you experience technical problems with InQuizitive, you'll need to contact their help desk instead at <http://support.wwnorton.com/>
- **Submission errors:** If you ever have problems submitting work on Canvas, please immediately email me a copy of the completed work to show me that it was finished by the due date, with a clear, detailed explanation of what you are emailing. An email without the completed work attached as a .doc or .docx will not demonstrate that the work was completed on time. I also will not open emails that contain attachments unless they also have an explanation of what is attached. You must still submit your work on Canvas as soon as possible in order to receive credit.
- **Cell phones:** Please have all cell phones and other electronic devices on vibrate during class time. If you are expecting an emergency call, please step outside the classroom to take your call. If you think there may be an educational reason to use your cell phone, please ask me whether it's ok to take it out. Use of a cell phone without permission may result in loss of participation points.
- **Laptops and tablets:** You may bring and use laptops or tablets during the portions of the class when you are doing in-class writing or other activities where they may be useful. Please have the laptops and tablets closed or off during large- or small-group discussions so that you can participate more fully in those discussions. Use of a laptop for non-class activities may result in loss of participation points for the day.

SOBI

Collin College's Strategies of Behavioral Intervention (SOBI) team is an interdisciplinary, college-wide team whose mission is to provide support for students, faculty, and staff, and to facilitate a positive and effective learning environment. In order to accomplish this, the SOBI team has designed a process for assisting students who may display various levels of concerning behavior (e.g., strange or unusual behavior; changes in dress, personal hygiene, or physical appearance; threats of harm to self or others; etc.). Any behavior that becomes a concern to you or that negatively affects your ability to succeed as a student at Collin College may be referred to SOBI.

Please note that SOBI is not a disciplinary committee, and SOBI actions are not a substitute for disciplinary procedures. Reports of Student Code of Conduct (Code) violations will be referred directly to the Dean of Students for disciplinary action.

To submit a SOBI referral through CougarWeb, go to the "Student" tab, scroll down to the section entitled, "Safety and Wellness" and then click on "Refer information of concern (SOBI)". Complete the form as fully and as accurately as possible. You can obtain more information about SOBI (including how to submit a referral from off-campus) on the SOBI website, which can be found [here](https://www.collin.edu/studentresources/SOBI/) (<https://www.collin.edu/studentresources/SOBI/>).

COMPOSITION COURSE LAB COMPONENT

The lab component is an integral part of this composition course. Over the course of the term, the student will be required to complete a minimum combination of eight (8) selections from the list that immediately follows in this section; each lab is worth 2 units, for a total of 16 required units of labwork. The lab work is NOT the same as the weekly coursework. It is, instead, designed as additional writing-focused activities that will further improve the student's writing, analytical, and critical thinking skills.

Lab activities fall into two major categories: writing activities and critical thinking activities. **Students must complete at least one writing activity and at least one critical thinking activity. Otherwise, students may complete any combination of the options listed below.**

After completing each lab activity, students will then write a Lab Write-up in correct 2016 MLA formatting, containing either a 150-word Detailed Reflection for the writing lab activities, or a 150-word Rhetorical Analysis for the critical thinking activities, as noted below, for each completed lab activity. Instructions for the Detailed Reflection and Rhetorical Analysis are contained in the Canvas module for Labs. After you have completed the required 8 labs, you may complete up to an additional 4 (four) labs for extra credit, if desired.

Composition Course Lab Options:

Writing Lab Activities: Turn in an electronic Lab Write-up containing a Detailed Reflection.

- **Conference with professor** – must be of substance (assistance with an assignment, topic selection, or research).

- **Writing Center session** with a tutor. Please note that you will need to give me a physical, stamped copy of your paper or have the Writing Center email me to confirm your session if you complete this activity.
- **Writing Center Workshop** (see schedule at <http://www.collin.edu/studentresources/writingcenter/index.html>).
- **Library Tutorials** - you must complete *two* of the approved tutorials available on the library computers to count for one lab activity. These can be found as links on the desktop, and they are typically videos/games with an associated quiz at the end. You will need to print each certificate and have a librarian sign it. Your 150-word write-up must summarize what you learned from both tutorials. Please note that you may only complete the library tutorials listed here: Citation Styles; Using Current Event Databases; Using Keywords; Using College Databases for Research; Using Literature Databases; the White House Plagiarism Game; Library Catalog Lab; and Peer Reviewed Journals.

Critical Thinking Lab Activities: Turn in an electronic Lab Write-up containing a Rhetorical Analysis.

- **Campus Speaker/Campus Event** (see schedule at <http://calendar.collin.edu>). Any event designed with an educational purpose will work for this (such as a lecture, workshop, roundtable, art exhibit, film screening, theater/dance/music performance, etc).
- **Civic/cultural event in the community** (pre-approved by professor). These must be cultural/educational events in the community; make sure you get approval before you complete one of these activities.
- **Pre-approved video or podcast** (contained in the folder under the 'Labs' section of Canvas).

All lab components (both physical and electronic, including any revisions and extra credit labwork) must be submitted before the absolute final deadline, which is 11:59pm on Thursday, November 29; **no late labs will be accepted after that point**. You will also need to submit a Lab Completion Sheet detailing all completed labs towards the end of the semester.

DAILY SCHEDULE

This schedule may be subject to change; if I make any adjustments, I will announce them in class and through Canvas beforehand. Be aware that all assigned readings may be tested through unannounced quizzes in class.

DATES	WEEK 1 MEETING DETAILS
Monday, August 27	<p>In class:</p> <ul style="list-style-type: none"> • Introductions. Syllabus review. Introduction to Canvas. Audience awareness activity. <p>Homework</p> <ul style="list-style-type: none"> • Print and sign the “Syllabus Student Agreement” and return it to me. • Discussion #1: introductions • Reminder: MUST have access to InQuizitive before class. Make sure you create your login before class.
Wednesday, August 29	<p>In class:</p> <ul style="list-style-type: none"> • Audience awareness activity. Read <i>Little Seagull</i> pp. 2-5 on composition basics together. Introduction to Essay #1. Portfolio: Brainstorming activity. Introduction to InQuizitive in class. Review InQuizitive activity. Discuss Sedaris. Review Owen’s “Scars.” Topic discussion and approval. Portfolio: Sensory detail activity. MLA formatting. <p>Homework</p> <ul style="list-style-type: none"> • Read <i>Little Seagull</i> pp. 58-61 on writing personal narratives. Read Sedaris - “Us and Them” available as a pdf on Canvas, and respond. • Read <i>Little Seagull</i> pp. 270-272 and 317-319 on fragments and InQuizitive activity on fragments. (Also, finish intro to InQuizitive if you haven’t already.) • Discussion #2: choose topic and write 150 words.
DATES	WEEK 2 MEETING DETAILS
Monday, September 3	No class - Labor Day
Wednesday, September 5	<p>In class:</p> <ul style="list-style-type: none"> • Review InQuizitive. Review grammar. Read Sedaris’ “Jesus Shaves.” Review dialogue formatting, including punctuation. Dialogue creation activity. Reminders about MLA formatting and dialogue formatting. Review grading rubric. Review comma splices. <p>Homework</p> <ul style="list-style-type: none"> • Read <i>Little Seagull</i> pp. 272-278 and 320-321 on comma splices and fused sentences and pp. 392-393 on semicolons. InQuizitive activity on comma

	<p>splices.</p> <ul style="list-style-type: none"> • Write rough draft of Essay #1. Submit on Canvas and bring a printed copy to class.
DATES	WEEK 3 MEETING DETAILS
Monday, September 10	<p>In class:</p> <ul style="list-style-type: none"> • Self review. Peer review workshop. Review Anzaldua “How to Tame a Wild Tongue” opening. Discuss introductions/hooks and revise your hook. Discuss revision vs. editing and prep for homework. <p>Homework</p> <ul style="list-style-type: none"> • InQuizitive activity on run on sentences. • Discussion #3: Essay #1 revisions.
Wednesday, September 12	<p>In class:</p> <ul style="list-style-type: none"> • Review InQuizitive activity together. Final questions about Essay #1. Portfolio: comma splice and fragment location exercise with drafts. <p>Homework</p> <ul style="list-style-type: none"> • Final, polished draft of Essay #1 due on Canvas.
DATES	WEEK 4 MEETING DETAILS
Monday, September 17	<p>In class:</p> <ul style="list-style-type: none"> • Essay #1 reflection. Introduction to Essay #2. Introduction to rhetorical appeals and intro to website analysis. Introduction to opinion/editorial articles. Introduction to MLA citation – especially Works Cited entries. Student model. <p>Homework</p> <ul style="list-style-type: none"> • Read <i>LS</i> pp. 295-298 and 349-350 on shifts and pp. 341-342 on pronouns, and do InQuizitive activity on pronouns in wrong case. • Discussion #4: Read two essays and analyze target audience and purpose. Practice creating Works Cited entry.
Wednesday, September 19	<p>In class:</p> <ul style="list-style-type: none"> • Review InQuizitive. Discuss target audience and purpose. Review Works Cited entries. More practice with rhetorical analysis and appeals in small groups. Discuss Essay #2 options. <p>Homework</p> <ul style="list-style-type: none"> • InQuizitive pronouns that don’t agree (second activity). • Portfolio: Rhetorical appeal worksheet.

DATES	WEEK 5 MEETING DETAILS
Monday, September 24	<p>In class:</p> <ul style="list-style-type: none"> Review InQuizitive together. Review rhetorical appeal worksheet together. Intro to rhetorical analysis chart. Review incorporating quotes. <p>Homework</p> <ul style="list-style-type: none"> Read <i>Little Seagull</i> pp. 395-399 on quotation marks and pp. 411-413 on italics and InQuizitive activity on incorporating quotes. Portfolio: Read <i>Little Seagull</i> pp. 50-53 on rhetorical analyses and choose article for Essay #2. Create a citation. Find at least three quotes you want to use.
Wednesday, September 26	<p>In class:</p> <ul style="list-style-type: none"> Topic approval. Review rhetorical analysis chart assignment. Go over MLA in-text citations and signal phrases. Review punctuating quotes. Discuss target audiences. <p>Homework</p> <ul style="list-style-type: none"> InQuizitive activity on punctuating quotes. Portfolio: Rhetorical analysis chart.
DATES	WEEK 6 MEETING DETAILS
Monday, October 1	<p>In class:</p> <ul style="list-style-type: none"> Review charts. Discuss organization and thesis/topic sentence construction. Plagiarism handout. Outline construction and review. Read <i>Little Seagull</i> pp. 17-19 on paragraph structure together and review body paragraph structure. Group paragraph construction activity. Topic sentence reminders. Student model. <p>Homework</p> <ul style="list-style-type: none"> Read <i>Little Seagull</i> pp. 281-285 on stereotypes and pronouns and do InQuizitive: pronouns with unclear reference.. Portfolio: body paragraph
Wednesday, October 3	<p>In class:</p> <ul style="list-style-type: none"> Review InQuizitive. Peer review body paragraphs. Transition activity. Read <i>Little Seagull</i> pp. 11-12 on organizing and drafting together. Thesis reminders. Review introduction and conclusion tips. <p>Homework</p> <ul style="list-style-type: none"> Complete rough draft of Essay #2 due on Canvas. Also, bring a printed copy to class.
DATES	WEEK 7 MEETING DETAILS

Monday, October 8	In class: <ul style="list-style-type: none"> Self review with colors. Peer review workshop in parts. Transitions and reminders about paragraph construction and topic/thesis sentences. Homework <ul style="list-style-type: none"> Read pp. 348-349 on coordination and subordination. Do InQuizitive: mixed construction. Discussion #5: Essay #2 revisions.
Wednesday, October 10	In class: <ul style="list-style-type: none"> Review InQuizitive. MLA review. Citation and signal phrase review. Proofreading with Control F. Homework <ul style="list-style-type: none"> Final, polished draft of Essay #2 due on Canvas.
DATES	WEEK 8 MEETING DETAILS
Monday, October 15	In class: <ul style="list-style-type: none"> Essay #2 reflection. Introduction to Essay #3. Student model. Introduction to types of sources. Homework <ul style="list-style-type: none"> Read <i>Little Seagull</i> pp. 345-347 on parallelism. InQuizitive: subject-verb agreement. Discussion #6: Read <i>Little Seagull</i> pp. 43-48 on argument papers. Brainstorm types of arguments.
Wednesday, October 17	In class: <ul style="list-style-type: none"> Review InQuizitive. Topic brainstorming; practice using sources to find topic ideas. Research question practice. Read one source and respond in small groups. Review Works Cited citation information for all types of sources. Homework <ul style="list-style-type: none"> Choose your Essay #3 topic and find at least two sources from my list that you plan to use. Write correct Works Cited entries.
DATES	WEEK 9 MEETING DETAILS
Monday, October 22	In class: <ul style="list-style-type: none"> Discuss potential arguments/topics for Essay #3. Review research question to topic/thesis statements; clarify arguments and thesis statements. Idea mapping. Small group discussions about analysis. Homework <ul style="list-style-type: none"> InQuizitive: verb tenses. Discussion #7: read <i>LS</i> pp. 66-69, narrow down topic, and identify at least

	2 sub-areas for your body paragraphs. Find at least one quote for each of the sub-areas you identify. Use correct signal phrases and in-text citations.
Wednesday, October 24	<p>In class:</p> <ul style="list-style-type: none"> Review InQuizitive. Reminders about source analysis. Review MLA in-text citations and signal phrases for all types of sources. Practice finding quotes/info from sources. Portfolio: signal phrases, quotes, and paraphrases activity. Source synthesis activity. <p>Homework</p> <ul style="list-style-type: none"> Read <i>Little Seagull</i> pp. 372-373 on dangling and misplaced modifiers and then do InQuizitive: misplaced modifiers. Read the remainder of the sources. Also, review <i>Little Seagull</i> pp. 107-118 on avoiding plagiarism. Write one full body paragraph of Essay #3, with synthesis.
DATES	WEEK 10 MEETING DETAILS
Monday, October 29	<p>In class:</p> <ul style="list-style-type: none"> Review InQuizitive. Peer review body paragraphs. Brief discussion of topics/reminder of Essay #3 prompt. Idea mapping and outlining practice. Reminders about thesis statements and turning research question into thesis/topic sentences. Introduction activity. <p>Homework</p> <ul style="list-style-type: none"> Read <i>Little Seagull</i> pp. 351-353 and pp. 376-378 on appropriate and precise words. InQuizitive: words often misused. Discussion #8: Read <i>Little Seagull</i> pp. 28-29 on introductions and conclusions, and then write your own introduction.
Wednesday, October 31	<p>In class:</p> <ul style="list-style-type: none"> Review InQuizitive. Review introductions from homework. Reminders about thesis, citations, source integration and synthesis, organization, transitions, etc. In-class work time. <p>Homework</p> <ul style="list-style-type: none"> Complete your rough draft and submit on Canvas. Also bring a Google doc version to class.
DATES	WEEK 11 MEETING DETAILS

Monday, November 5	In class: <ul style="list-style-type: none"> Self-review and reverse outline. Assign groups for peer review workshop. Homework <ul style="list-style-type: none"> Complete peer review for each group member and come to class prepared to discuss each essay. Discussion #9: Essay #3 revisions.
Wednesday, November 7	In class: <ul style="list-style-type: none"> Peer review discussion. Portfolio: application of grammar concepts in drafts. Homework <ul style="list-style-type: none"> Final, polished draft of Essay #3 due on Canvas.
DATES	WEEK 12 MEETING DETAILS
Monday, November 12	In class: <ul style="list-style-type: none"> Essay #3 reflection. Introduction to Essay #4. Intro to research. Student model. Topic brainstorming. Introduction to library research. Introduction to databases. Database research activity. Homework <ul style="list-style-type: none"> Read <i>Little Seagull</i> pp. 399-402 on apostrophes and do InQuizitive activity on apostrophes. Discussion #10: Review <i>Little Seagull</i> pp. 107-118 on doing research. Narrow down your ideas to two potential topics and do some preliminary research.
Wednesday, November 14	In class: <ul style="list-style-type: none"> Review InQuizitive. Discuss potential topics in groups. Formulate argument in conversation with groups. Portfolio: What might others say to object to you? How would you respond? What would the best evidence to persuade them be? Homework <ul style="list-style-type: none"> Read <i>Little Seagull</i> pp. 307-309 and 387-390 on commas and asides, and complete InQuizitive activity on omitted commas. Portfolio: Find and justify at least three sources, and write a preliminary thesis. Also, Tuesday, November 20, at 11:59pm is the deadline for submitting any labs on which you want to receive feedback. Labs submitted after that time will be accepted, but they will not receive feedback and/or will not be graded before the final lab due date.
DATES	WEEK 13 MEETING DETAILS

Monday, November 19	<p>In class:</p> <ul style="list-style-type: none"> Review InQuizitive. Review topics and research reminders. . Outlining and/or idea mapping. Reminders about source integration. Paragraph construction reminders. In-class work time. <p>Homework</p> <ul style="list-style-type: none"> Rough draft of Essay #4 due on Canvas by next Monday. Also, 11:59pm on Tuesday, November 20, is the deadline for submitting any labs on which you want to receive feedback. Labs submitted after that time will be accepted, but they will not receive feedback and/or will not be graded before the final lab due date.
Wednesday, November 21	No class: Thanksgiving Break!
DATES	WEEK 14 MEETING DETAILS
Monday, November 26	<p>In class:</p> <ul style="list-style-type: none"> Self review and peer review workshop. <p>Homework</p> <ul style="list-style-type: none"> Read <i>Little Seagull</i> pp. 368-369 on unnecessary words. InQuizitive: unnecessary commas. Discussion: Essay #4 revisions
Wednesday, November 28	<p>In class:</p> <ul style="list-style-type: none"> Review InQuizitive. Citation and organization reminders. Thesis and topic sentence reminders. Transition reminders. In-class work time. Portfolio: grammar concepts and application to drafts. <p>Homework</p> <ul style="list-style-type: none"> All labs due by 11:59pm on Thursday, November 29, at the latest. No late labs accepted for any reason! Essay #4 Final Draft on Canvas.
DATES	WEEK 15 MEETING DETAILS
Monday, December 3	<p>In class:</p> <ul style="list-style-type: none"> Reflection on Essay #4. Reminders about portfolio. Lab completion sheet in class. <p>Homework</p> <ul style="list-style-type: none"> Work on making up anything you missed or didn't finished in the portfolio. Finish the lab completion sheet if you didn't already.

Wednesday, December 5	In class: <ul style="list-style-type: none"> • InQuizitive comprehensive activity in class. Course wrap up. Homework <ul style="list-style-type: none"> • Finish the InQuizitive comprehensive activity if you haven't already finished - due by the start of the final exam. • Complete any missing or incomplete entries in your portfolio (unless the entries are labeled "group" and you were absent that day) and double check formatting. Have the portfolio complete and ready to submit when you come to the final exam period for the course.
DATES	WEEK 16 MEETING DETAILS
Monday, December 10, 2:30-4pm	Final Exam: <ul style="list-style-type: none"> • Submit final portfolio. Course wrap-up.